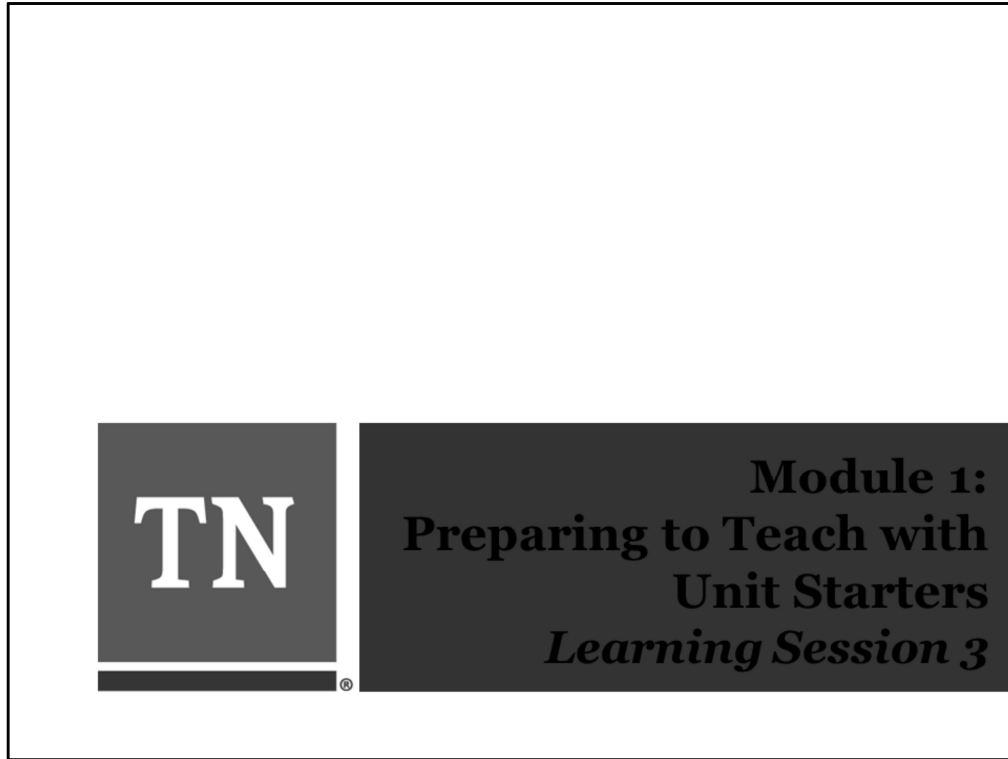




Professional Learning Package: Implementing Unit Starters



Time:

Script:

Additional Facilitator Information:

Module 1 Learning Sessions

Session	Guiding Questions
1 ✓	<ul style="list-style-type: none">• What is a Unit Starter?• Why teach with Unit Starters?• What resources are included in the Unit Starter?• How do Unit Starters support standards-based instruction?
2 ✓	<ul style="list-style-type: none">• How are concepts and understandings organized in the Unit Starter?
3	<ul style="list-style-type: none">• How are concepts and understandings supported by the Unit Starter's texts, tasks, and question sequences?
4	<ul style="list-style-type: none">• How can I prepare to teach with the Unit Starter?

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Time: 1 min – 0:01

Script: “In our previous sessions we’ve talked about what Unit Starters are, why they’re good for students, and how concepts and understandings are organized. In this session we’ll look at each component of the Unit Starter, which include texts, tasks, and question sequences.”

Additional Facilitator Information:

Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Keep students at the center.



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Time: 1 min – 0:02

Script: Review the norms for this learning session

Revisiting Session 2: Learning to Application

- Take out the notes you completed in response to Question 1 from Appendix A: Unit Preparation Protocol.
 - Share a summary of your responses with a partner.



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Time: 3 min – 0:05

Script: “Before we start learning session #3, let’s review the application activity you completed in preparation for this session.” Read the directions on the slide and facilitate the activity. After educators share with partners, invite a few to share their responses with the whole group.

Additional Facilitator Information:

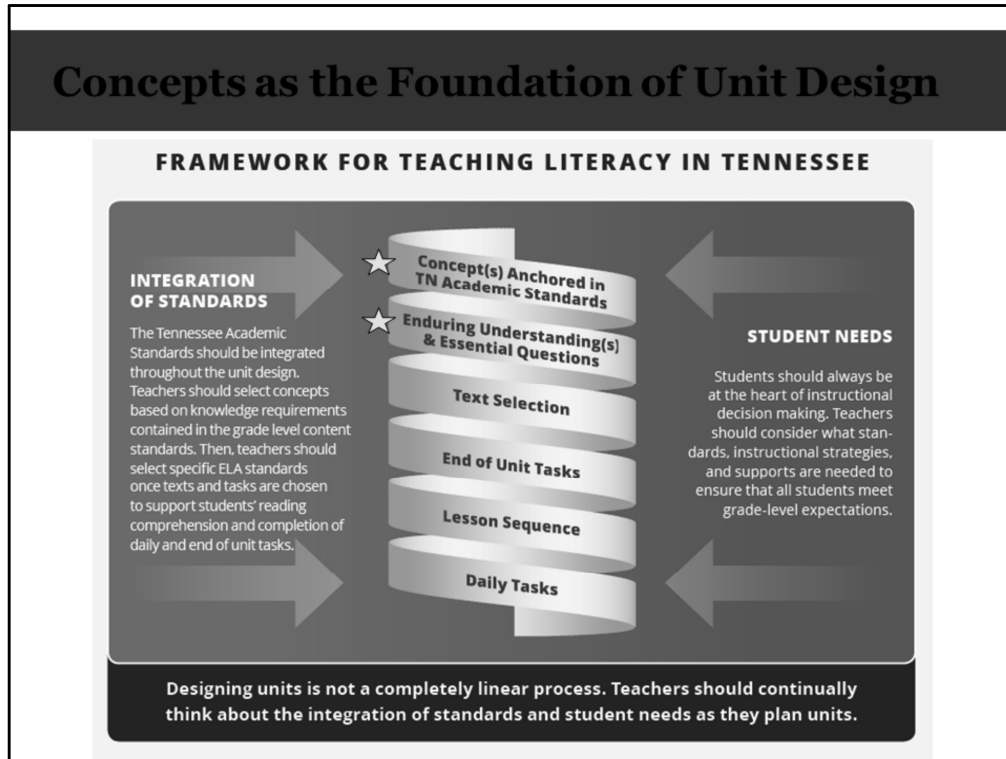
Learning Session 3

- Guiding questions:
 - Part A (60 min)
 - How are **concepts** and **understandings** supported by **texts**?
 - Part B (35 min)
 - How are **concepts** and **understandings** supported by the end-of-unit task?
 - Part C (50 min)
 - How are **concepts** and **understandings** supported by **lesson sequences** and **daily tasks**?
 - Part D (60 min)
 - How are **concepts** and **understandings** supported by daily **question sequences** for each reading?

Time: 1 min – 0:06

Script: Have an educator read the guiding question for this session.

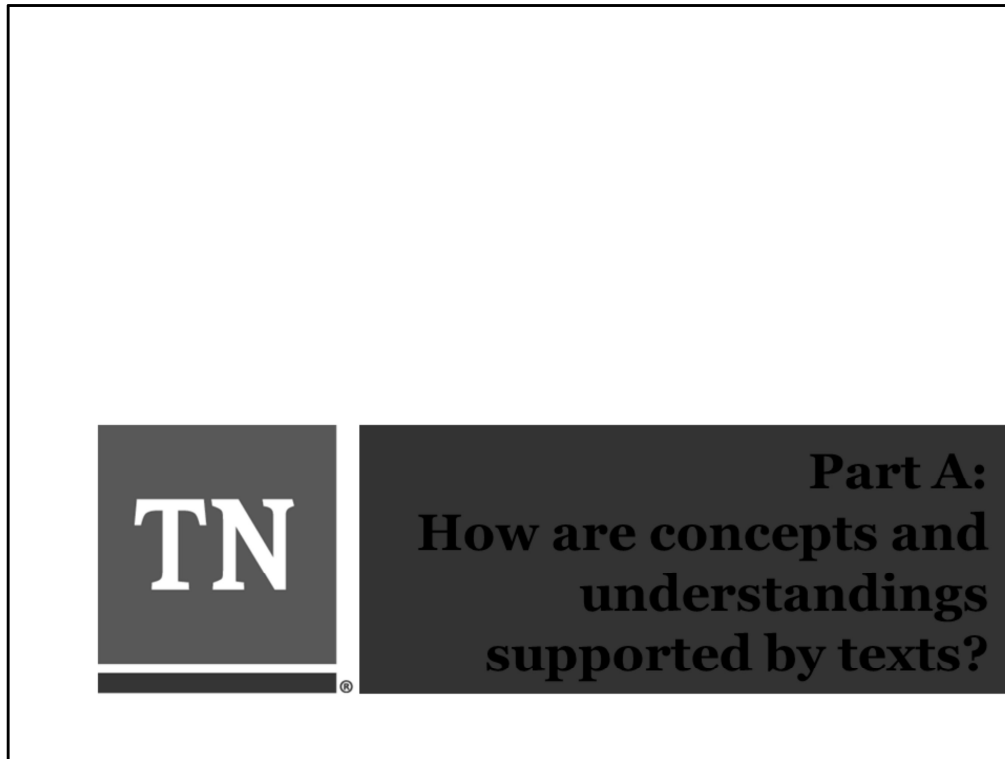
Additional Facilitator Information:



Time: 1 min – 0:07

Script: “To address this guiding question, it’s helpful to remember the unit design framework from Teaching Literacy in Tennessee. This graphic helps show how each piece of the unit is connected to the others. We remember from our last session that the first two layers of the unit design spiral are the base of the Unit Starter model. The conceptual hierarchy that’s used in the Unit Starter is an expansion of the top starred layers here. To support students in understanding the unit’s concepts, the unit relies on a series of texts, an end-of-unit task, daily lessons that include questions for each text reading, and daily tasks. Each of these pieces is influenced by our academic standards and the needs of students.”

Additional Facilitator Information:



Time: 0:07

Script: “To start, let’s take a closer look at how the concepts and understandings of the Unit Starters are supported by texts.”

Additional Facilitator Information:

What do the standards have to say about texts?

- The ELA standards call for a **staircase of increasing complexity** so that all students are ready for the demands of college- and career-level reading no later than the end of high school.
- The ELA standards call for a **focus on academic vocabulary**, which is closely related to both text complexity and reading comprehension.
- The ELA standards outline a **progressive development of reading comprehension** so that students advancing through the grades are able to gain more from what they read.

Time: 2 min – 0:09

Script: “Let's start our discussion today by considering what the Tennessee Academic Standards in ELA have to say about text complexity.

The standards call for students to be exposed to texts that represent a staircase of increasing complexity. As text build over the course of the school year and grade-levels, students build the skills and the knowledge base they will need to be ready for the demands of college- and career-level reading no later than the end of high school.

Closely related to text complexity, and inextricably connected to reading comprehension, is a focus on academic vocabulary. As students explore and grapple with complex texts, they will also be exposed to rich academic vocabulary. The standards call for a strong focus on building academic vocabulary, which will also result in students being college and career ready at the end of high school.

Furthermore, the standards outline a progressive development of reading comprehension skills, so students advancing through the grades are able to gain more from what they read each year. Over time, regular practice with complex texts and academic language will equip students with the knowledge and skills they need to unlock the rich knowledge that lies within complex texts.

Additional Facilitator Information:

Unit Starter Texts

- Look through the first week's interactive read aloud and shared reading texts for the Unit Starter you will teach:
 - What do you notice about the complexity of these texts?
 - What's similar about the texts? What's different?
 - Why do you think these texts were chosen to be a part of the unit?

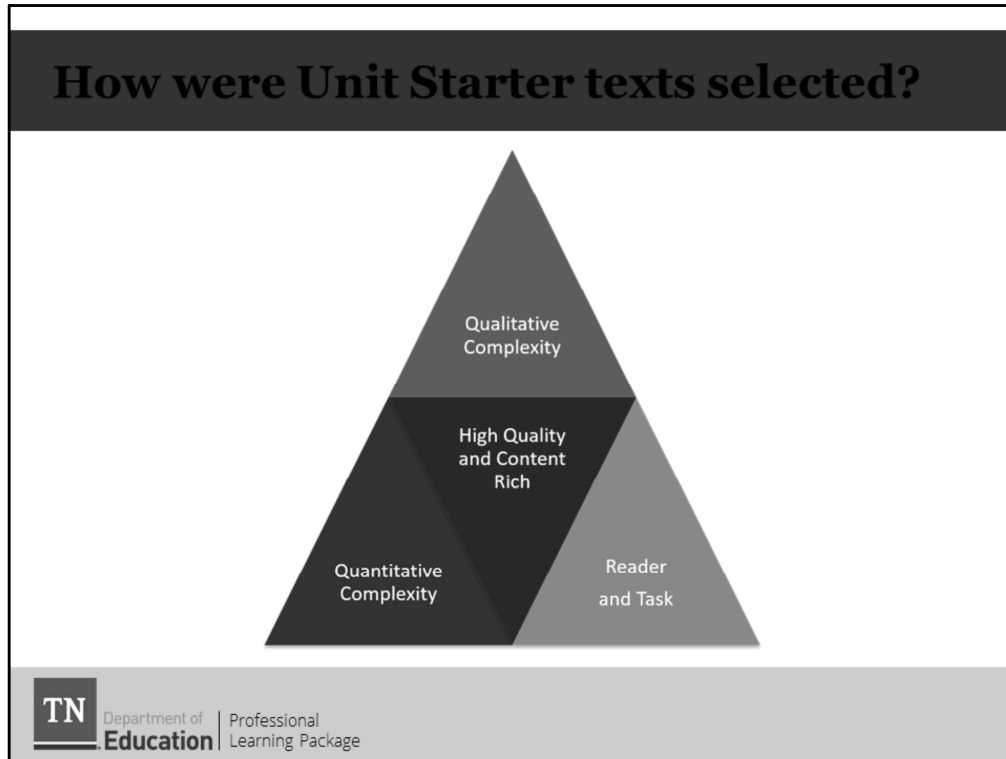
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Time: 5 min – 0:14

Script: Read the directions on the slide and facilitate the activity. Invite a few educators to share their responses to the reflection questions with the whole group.

Additional Facilitator Information:



Time: 1 min – 0:15

Script: “Texts in the Unit Starters were selected to:

- Align to the instructional aims of the unit and build student knowledge towards the enduring understandings of the unit; and
- Match complexity expectations for the grade level – using both quantitative and qualitative measures to determine the text will provide cognitive stretch for students in the grade level.”


Additional Facilitator Information:

First we analyze quantitative measures of complexity to place the text in the appropriate grade band.

How were Unit Starter texts selected?

Lexile Measures by Grade Band

Grade	The Lexile Framework
K-1	Up to 530L
2-3	420L to 820L
4-5	740 to 1010L
6-8	925L to 1185L
9-10	1050L to 1335L
11-12	1185L to 1385L


 Sources: Tennessee English Language Arts Standards and <https://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/>

Time: 2 min – 0:17

Script: Now let's go a little deeper into each of the components of text complexity. A quantitative analysis of the text using a program such as can be found on Lexile.com, is typically the first place we start.

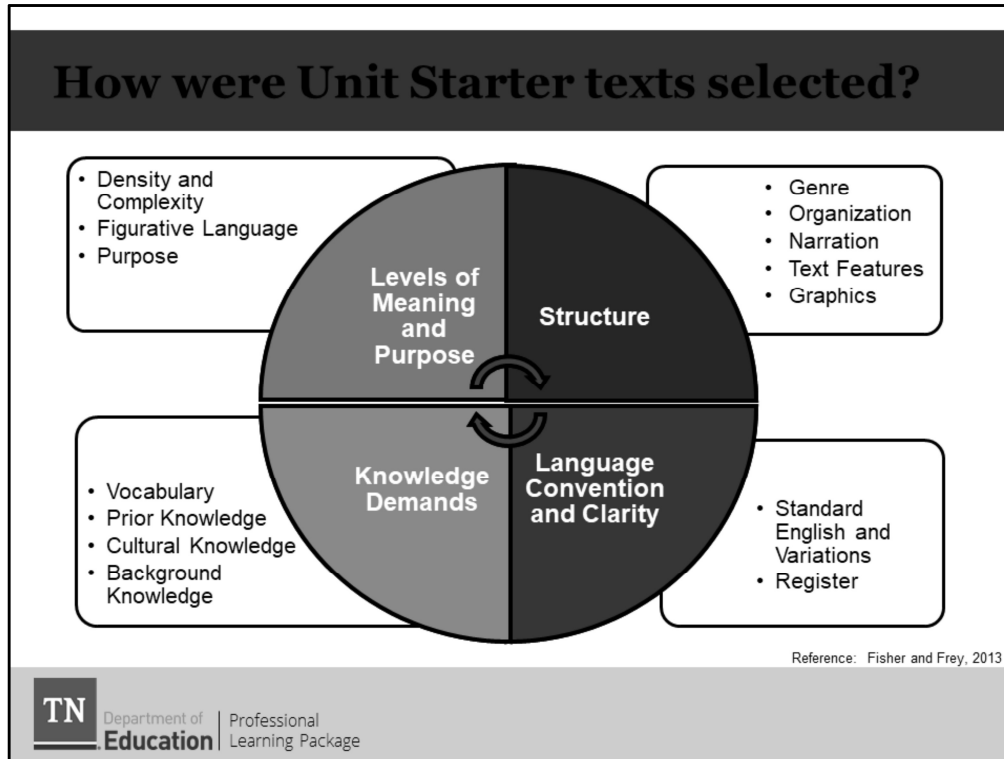
The quantitative analysis is the scientific analysis. It includes metrics that a computer can count about a text including the following:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion

The quantitative analysis typically helps us place the text in the correct grade band, but does not typically pinpoint a specific grade level. We need to consider the quantitative feature of the text early on so we can be sure the

text complexity increases over the course of the unit. It is important to note, however, that a quantitative analysis can not accurately be used to analyze poetry or drama.

Additional Facilitator Information:



Time: 2 min – 0:19

Script: “Looking beyond just quantitative measures, the texts were selected to expose students to:

- Multiple and/or subtle themes and purposes, and language (i.e. complex meaning/purpose)
- Subtle and/or frequent transitions; Longer paragraphs; Any text structure which is less narrative and/or mixes structures; Density of information; Lack of repetition, overlap/similarity in words/sentences (i.e. complex structure)
- Uncommon vocabulary; Complex sentences and syntax; Lack of words, sentences, or paragraphs that review or pull things together (i.e. complex language)
- Unfamiliar settings, concepts, vocabulary, or events (i.e. knowledge demands)

Additional Facilitator Information:

Qualitative Complexity Example

Text: *The Big Dipper* by Franklyn M. Branley, first grade

TEXT STRUCTURE	LANGUAGE FEATURES
The structure of this text is moderately complex . Ideas are organized in a mostly sequential way, however there is some going back and forth between past and present (There are multiple references to how people thought about the Big Dipper and North Star "long ago".) There are few text features in this story, though when they are used, such as picture labels, they are easy to understand and support the text. The graphics/illustrations are mostly supplementary and enhance understanding. For example, when the author explains that the Big Dipper looks different in different seasons, the characters on the page are dressed in different ways corresponding to the seasons, which may help children understand the passage of time. Some graphics, however, are essential to understanding key information. On some pages, the author writes only that "the Big Dipper looks like this" and readers must reference and understand the illustrations to comprehend how the Big Dipper's position looks different during different seasons.	The language features of this text are slightly complex . Language is straightforward and literal and vocabulary is mostly familiar and conversational. The term "Dipper", which is essential to the text, may be unfamiliar, but the author defines it, with the support of an illustration, on page 12. The names of the stars in the Big Dipper will be unfamiliar to most readers and difficult to pronounce, such as Alkaid, Phecda, and Dubhe. But, these names are not relevant to the main idea of the text. The author shares the Latin constellation names of Ursa Major and Ursa Minor, which are also likely to be unfamiliar words, though the text explains that "ursa" means bear, that "major" means big, and that "minor" means little.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose of this text is moderately complex . The author does not explicitly state the main idea or purpose of the text, though readers should be able to infer that the Big Dipper is a group of stars, that it looks different at different points in the year, and that people both past and present look for the Big Dipper and North Star for different purposes (i.e., for navigation, as constellations).	The knowledge demands of this text are moderately complex . Most readers will have background knowledge on stars. However, the concept of constellations is important to fully comprehend this text and students without prior knowledge of constellations may have difficulty understanding why people past and present would have interest in finding shapes in groups of stars. The text also assumes that readers have some prior knowledge related to navigation. Specifically, it assumes that students have some understanding of cardinal directions and know what a compass is. Without this knowledge, students may have difficulty comprehending why the North Star is important.

Find the text complexity analysis for the first text in the Unit Starter you will teach.

How does reading a text ahead of time and thinking about its complexities help prepare you to teach the text with students?

Time: 6 min – 0:25

Script: "This is a sample text complexity analysis in a first grade Unit Starter on space. This analysis provides valuable information about what features of the text might be challenging for children. For example, it tells us that the text structure is moderately complex. One feature of the text's structure that may challenge students is that the text goes back and forth between past and present, with multiple references to how people thought about the Big Dipper long ago. This analysis of the text's structure also tells us that in some places the illustrations supplement students' understanding, but in other places the illustrations are essential to comprehending key ideas, such as how the position of the Big Dipper is different in different seasons. This analysis helps us understand that the language features are less likely to challenge students. The language complexity is only slightly complex as the text's language is straightforward and literal and vocabulary is mostly familiar and conversational."


Have educators find the text analysis for the first text in their Unit Starter and read it. Then, lead a discussion around the following question: "How does reading a text ahead of time and thinking about its complexities help you prepare to teach the text to your students?"

Additional Facilitator Information: There is a rubric to support teachers in identifying the features of qualitative complexity in texts.

- The rubric for narrative text can be retrieved at:
https://achievethecore.org/content/upload/SCASS_Text_Complexity_Qualitative_Measu

res_Lit_Rubric_2.8.pdf

- The rubric for informational text can be retrieved at:
https://achievethecore.org/content/upload/SCASS_Info_Text_Complexity_Qualitative_Measures_Info_Rubric_2.8.pdf

Interactive Read Aloud and Shared Reading	
Interactive Read Aloud	Shared Reading
<p>Text Type: Texts that are 1-3 levels above what students can read in print.</p> <p>Purpose: Expose students to rich vocabulary, round characters, engaging plots, and deep concepts and ideas.</p>	<p>Text Type: Appropriately complex grade-level text that students can read with teacher guidance and support.</p> <p>Purpose: Provide opportunities to practice newly acquired foundational skills, develop reading fluency, and build knowledge.</p>
	

Time: 3 min – 0:28

Script: “The Unit Starter focuses on texts for two types of instruction: interactive read-aloud and shared reading.

The texts selected for interactive read aloud are intended to build students’ comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

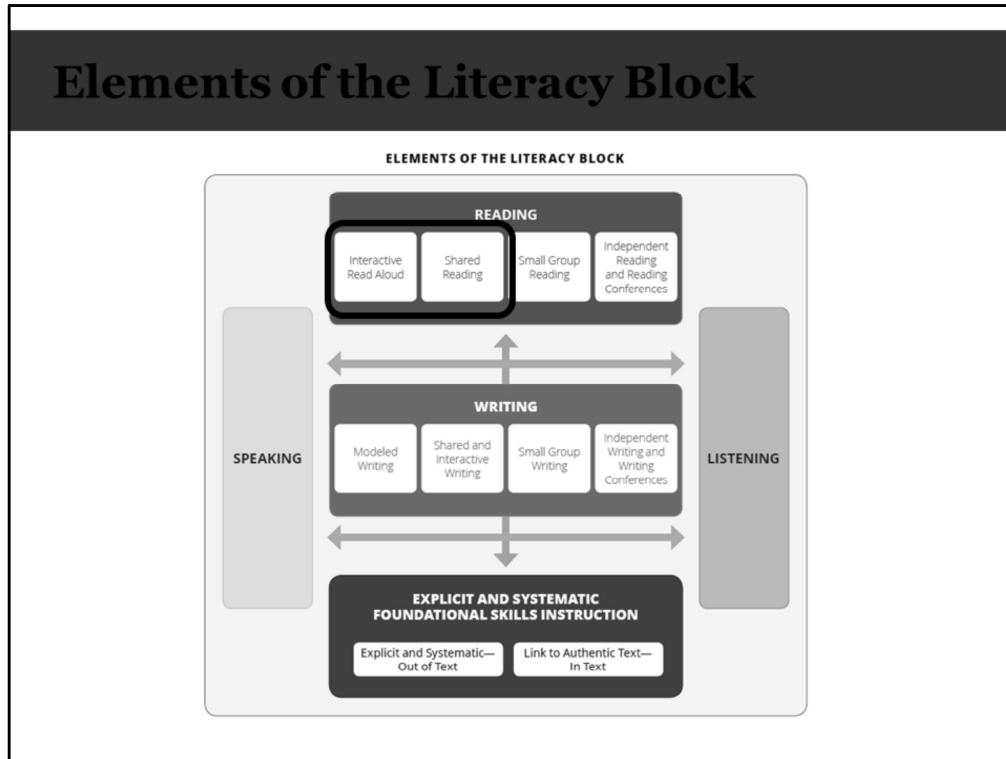
The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, to develop reading fluency, and **to build knowledge** across a variety of genres. Shared reading texts should be appropriately complex texts that students can read with teacher guidance and support.

Teachers should consider the time of year (e.g., first semester, second semester) when looking to teach a Unit Starter and how that timing might affect students’ readiness to engage in certain shared reading texts. Some Unit Starters have shared reading texts that would be more appropriate for later in the year when students have developed greater reading proficiencies. Other texts are more appropriate for earlier in the year. It is important that shared reading texts not be too challenging for students, or else the teacher may find they need to read the text aloud to students (turning the text into an Interactive Read Aloud and not a Shared Reading). Conversely, when shared reading texts are too easy,

students are not productively stretched.

<Help teachers find the section in the Unit Starter about alternate shared reading. Give teachers time to read the call out boxes and to skim the alternate shared reading option. Then facilitate a discussion using the question below.>

Additional Facilitator Information:



Time: 1 min – 0:29

Script: “The Unit Starters provide explicit guidance for interactive read aloud and shared reading experiences. However, as you know, small-group reading instruction should be used to support student needs that cannot be met during whole-group instruction. Student grouping should be flexible and change size and composition often based on students’ needs (based on evaluation of a wide variety of data). The Unit Starter includes a list of suggested resources for small group reading and independent reading (point to the two other boxes on the top blue row) to support this kind of instruction, but you as individual teachers are best equipped to plan this instruction based on your students’ needs.

Additional Facilitator Information:

Texts for Small Group and Independent Reading

- **Suggested Resources for Small Group & Independent Reading:**
 - The Unit Starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts.
 - These materials may be used during small group instruction and/or independent reading and writing activities to meet students' diverse learning needs and to continue to develop students' knowledge and conceptual understanding. Resources, such as videos and online tools, can also be used in whole group settings.
 - In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

Time: 2 min – 0:31

Script: Read the information on the slide, or invite educators to read each bullet point. Remind educators that all students, especially struggling readers, benefit from wide reading of texts that are appropriately complex. All students need to read texts that build knowledge and support them in meeting grade level expectations, and they also need time to read texts on their independent level.

“The list of suggested resources are just that – suggestions. Teachers know their students best and should make informed decisions about which texts students need during small group and independent reading.”

Additional Facilitator Information: Consider having educators find the list of suggested resources for small group and independent reading again, especially if it's been a while since they first looked at that list during the first session of this PL package.

Unit Starter Component: Texts



Skim the **text** for the first lesson in your unit. Determine if the text is intended for **interactive read aloud** or **shared reading**.

What makes this text complex and appropriate for its instructional strategy?

- What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understandings?
- How will this text help students grasp the enduring and disciplinary understandings of the unit?

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Time: 7 min – 0:38

Script: “Let’s take some time now to dig into the first text of your unit.” Read the questions aloud. Encourage educators who are teaching the same Unit Starter to work together.

Be sure to explain to teachers that for the purpose of the Unit Starters, we are using the phrase “desired understanding for each reading” to represent the disciplinary or enduring understandings students will grasp and/or build on as a result of engaging with the text.

Additional Facilitator Information:

Purposefully Sequenced Texts

- Texts are purposefully sequenced in the Unit Starters to build conceptual knowledge around the unit's enduring understandings. The texts and their order develop students' knowledge and vocabulary and prepare them for daily and end-of-unit tasks.



Time: 1 min – 0:39

Script: “The texts in the Unit Starter are chosen for their complexity and quality. In addition, they are strategically ordered.” Read the bullet on the slide.

Additional Facilitator Information:

Text Sequence



Skim all of the **texts** for the unit you will teach.

(Find the order on the Unit Overview page.)

How will students build knowledge and vocabulary through texts over the course of the unit?

- How are the texts sequenced to build knowledge around the unit concepts?
- How are the texts sequenced to support students in developing academic and domain-specific vocabulary?

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Time: 11 min – 0:50

Script: “Now, let’s take some time to look at the texts in order across the unit.” Read the directions and questions on the slide. Encourage educators who will be teaching the same Unit Starter to work together. Invite some educators to share their responses with the whole group.

Additional Facilitator Information: If you only have 45 minutes for your PLC, you can stop here and finish this learning session during your next PLC.

Creating a Unit Starter Teaching Guide

- On a poster paper or in a Word document on the computer, create the following chart:

End of Unit Task			
Text Title	Text Summary	Learning Objective	Daily Task

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Time: 3 min – 0:53

Script: “As we study each component of the Unit Starter we will gradually assemble a Unit Starter Teaching Guide that will help you put all the components together and see how they build toward the unit’s concepts and understandings. To start, make this grid.”

Additional Facilitator Information: Depending on available resources, have educators use poster paper or a Word document on a computer. If educators use poster paper, they will likely need more than one sheet of paper.

Creating a Unit Starter Teaching Guide

- Fill in the **Text Title** and **Text Summary** sections for each text in your Unit Starter. Write brief text summaries in your own words.

End-of-Unit Task			
Text Title	Text Summary	Learning Objective	Daily Task
<i>The Big Dipper</i> Interactive Read Aloud & Shared Reading	Explains what the Big Dipper is, that it looks different in different seasons, and talks about related constellations		

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Time: 7 min – 0:60

Script: Have educators complete the first two columns of the chart. They should write the title of the text, whether it's an interactive read aloud or shared read, and write a brief summary of the text. The text summary should be written in their own words. Educators will fill in the remaining columns as we progress through this learning session.

Additional Facilitator Information: This is the conclusion of Part A of learning session 3. If you have additional time, move on to the next part.

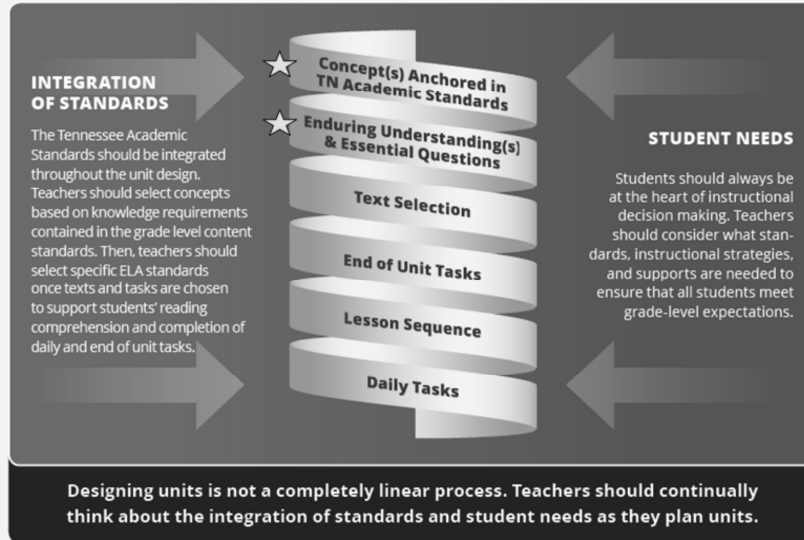
The logo consists of the letters 'TN' in a white, bold, serif font, centered within a dark gray square. Below the square is a thin horizontal line, and to the right of the line is a small registered trademark symbol (®).

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Part B:
**How are concepts and
understandings supported
by the end-of-unit task?**

Concepts as the Foundation of Unit Design

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE



Time: 1 min – 1:09 (Part B – 0:01)

Script: “We just talked about how text support students in understanding the Unit Starters’ concepts. Now, we’ll talk about the next layer of the unit design, which is the end-of-unit task.”

Additional Facilitator Information:

End-of-Unit Tasks

- End-of-unit tasks are tasks that require students to apply and demonstrate knowledge and skills at the end of units (summative assessments).

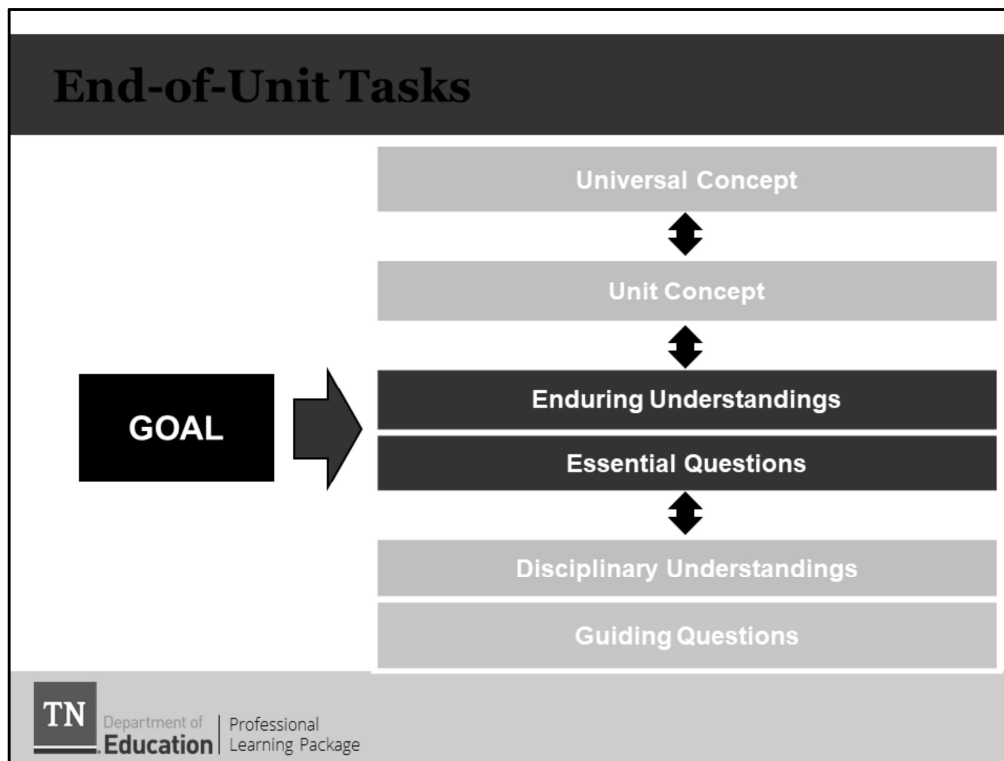
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Time: 1 min – 1:10 (Part B – 0:02)

Script: Read the definition on the slide.

Additional Facilitator Information: This definition comes from the glossary of Teaching Literacy in Tennessee.



Time: 1 min – 1:11 (Part B – 0:03)

Script: “So, what’s the goal of an end-of-unit task? A strong end-of-unit task will give students the opportunity to answer the essential questions for the unit and demonstrate their understanding. When your students complete the end-of-unit task, you as teachers will be able to determine if students really developed the enduring understandings and can answer the essential questions for the unit.

It is essential to have a strong end-of-unit task in place because the other components of the Unit Starter (the daily tasks and desired understandings for each reading) need to build over the course of the unit to create a coherent learning arc that moves your students toward (1) developing the enduring understandings of the unit and (2) being able to complete the end-of-unit task.”

Additional Facilitator Information:

End-of-Unit Tasks

Strong end-of-unit tasks:


- Require students to synthesize their learning from multiple unit texts to demonstrate their understanding of the unit concept.
- Require students to use details from multiple texts to explain or provide evidence to support their understandings.
- Require students to choose appropriate details and elaborate on their thinking sufficiently, which may take multiple readings of a text and also include evidence and connections across texts.
- Prompt student thinking about texts that reflects the analytical demands of multiple grade-level literacy standards.
- Prompt student responses about texts that build knowledge of concepts related to grade-level content standards
- Require students to demonstrate their understanding in an authentic and meaningful context.

Time: 2 min – 1:13 (Part B – 0:05)

Script: “Here are some criteria for strong end-of-unit tasks.” Invite educators to read each bullet aloud.

Additional Facilitator Information:

Key Traits for End-of-Unit Tasks	
GOAL	Strong end-of-unit tasks will give students the opportunity to answer the essential questions for the unit and allow them to demonstrate their new conceptual understandings.
ROLE	Strong end-of-unit tasks will have an authentic role or "job" for students. This will be a real-world situation in which they would be expected to share an opinion, explain or inform others, or draft a narrative.
AUDIENCE	Strong end-of-unit tasks will have an authentic audience within the context of the scenario. They are the "others" referred to in the goal.
SITUATION	Strong end-of-unit tasks will have an authentic situation: <ul style="list-style-type: none"> • Convince others of their opinion on topics or texts (opinion). • Explain a topic to others with clear information (informative). • Tell stories to others about real or imagined events (narrative).
PRODUCT/ PERFORMANCE	Strong end-of-unit tasks will clarify what the students will create and why they will create it. These will reflect real-world products or performances.



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Adapted From Wiggins, Grant and Jay McTighe. Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development. 2005.

Time: 2 min – 1:15 (Part B – 0:07)

Script: “As we saw on the last slide, one of the key criteria for strong end-of-unit tasks is that they require students to demonstrate their development of the enduring understandings. Asking students to demonstrate understanding in an authentic and meaningful context requires five components...” Ask educators to read each of the five components.

For an end-of-unit task to meet this criterion, the task not only has to have an authentic product, but the product must also be authentic for the role/audience/situation. For example, if I were a medical student, it may not be likely that I would create a poster about the skeletal system to share with another student. I may however, create a poster that I could share at a conference or that I could post in a check-up room. There is a clear connection between authentic tasks, purposes and audiences here.

Additional Facilitator Information:

Example Enduring Understandings and Essential Questions

Enduring Understandings:

- Bodies in space move and change in appearance according to predictable patterns.
- Observations over time help us detect, describe, and predict patterns of movement and change in bodies in space.

Essential Questions:

- How and why do bodies in space (Earth, sun, moon, stars) move and “change?”
- How do we know that bodies in space move and change? (How can we tell?)

Brainstorm potential tasks that would support students in responding to the essential questions and meet the five criteria.

Time: 4 min – 1:19 (Part B – 0:11)

Script: “To help us better understand what makes a strong end-of-unit task, let’s take a look at an example. But before we can evaluate the strength of the task, we need to know the enduring understandings and essential questions of the unit.” Have educators read aloud the enduring understandings and essential questions. Have them brainstorm potential tasks that would align to these goals and meet the five criteria shown on the previous slide.

Additional Facilitator Information:

Aligned End-of-Unit Task


Part 1:

- You are an astronomer working for U.S. Space and Rocket Center. You have been asked to create a student-friendly brochure that you will share with students during a school field trip that explains (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. Use illustrations and descriptions to explain these observable patterns. Your brochure should include:
 - a front cover that illustrates and names the topic of the brochure;
 - a section that illustrates and describes observable patterns from the day and night sky and explains why we observe those patterns;
 - a section that illustrates and describes the pattern in Earth's seasons and explains why changes in season occur; and
 - a section that illustrates and describes phases of the moon and explains why we observe those patterns.
- **Be sure to:**
 - provide some sense of closure;
 - use details from the texts we have read; and
 - use vocabulary words from the word display in our unit.

Part 2:

- When you're almost finished with your brochure, practice presenting your information to a co-worker (student partner) before you deliver it to the students on the field trip. Seek your co-worker's feedback on your writing.

How does this example meet the criteria for a strong end-of-unit task?



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Time: 4 min – 1:23 (Part B – 0:15)

Script: “This is the end-of-unit task from the Unit Starter that corresponds with the enduring understandings and essential questions on the previous slide. Read the task and think about how it meets the criteria for a strong daily task.” Allow teachers time to think individually, and then to share out.

Notes: The example meets the criteria for a strong end-of-unit task because...

- *The product (informational letter) is authentic for the purpose (to address misinformation shared on a website) and audience (webmaster and peers).*
- *The task provides guidance for the written product that aligns with the grade-level literacy standards.*
- *The task calls for students to synthesize information, presumable from across texts, to prove their ideas.*
- *The task provides an opportunity for students to answer the essential question and to demonstrate the enduring understandings.*
- *The task is written in student-facing language.*

Additional Facilitator Information:

End-of-Unit Task Rubric

- End-of-unit tasks are assessed on four criteria:
 - Content (text-based evidence)
 - Word Choice (content vocabulary)
 - Mechanics
 - Structure

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Time: 1 min – 1:24 (Part B – 0:16)

Script: “Unit Starters are assessed on four criteria. The first is content, or how students demonstrate the content they’ve learned from the unit using text-based evidence. The second is word choice, with a focus on content vocabulary from the unit. The other two are mechanics and structure. The next two slides show the specific rubric for the end-of-unit task we just looked at.”

Additional Facilitator Information:

Example: End-of-Unit Task Rubric

	Below Expectation (0)	Needs More Time (1)	Meets Expectation (2)	Above Expectation (3)
Content (Text-based evidence)	<p>The response:</p> <ul style="list-style-type: none"> • does not explain (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. • includes few supporting details or evidence from the unit's texts. 	<p>The response:</p> <ul style="list-style-type: none"> • partially explains (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. • includes some supporting details or evidence from the unit's texts. 	<p>The response:</p> <ul style="list-style-type: none"> • adequately explains (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. • includes sufficient supporting details or evidence from the unit's texts. 	<p>The response:</p> <ul style="list-style-type: none"> • effectively explains (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. • includes many examples of supporting details or evidence from the unit's texts that demonstrate command of content.
Word Choice (Content Vocabulary)	The response includes no use of content vocabulary (e.g., <i>patterns, phases, tilts, rotates</i>).	The response includes some use of content vocabulary (e.g., <i>patterns, phases, tilts, rotates</i>).	The response includes sufficient use of content vocabulary (e.g., <i>patterns, phases, tilts, rotates</i>).	The response includes various and effective use of content vocabulary (e.g., <i>patterns, phases, tilts, rotates</i>).

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Time: 1 min – 1:25 (Part B – 0:17)

Script: Tell educators that these are the first two rows of the rubric. Give educators a minute to review it.

Additional Facilitator Information:

Example: End-of-Unit Task Rubric

Mechanics (See standard 1.FL.SC.6.a-I)	The response demonstrates limited command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	The response demonstrates some command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	The response demonstrates adequate command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	The response demonstrates consistent command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
Structure	Student work includes no or few of the following elements: <ul style="list-style-type: none"> a front cover that illustrates and names the topic of the brochure; a section on patterns in the day and night sky; a section on phases of the moon; a section on seasons that impact the Earth; and/or some sense of closure that explains why these observable patterns need to be analyzed. 	Student work includes some of the following elements: <ul style="list-style-type: none"> a front cover that illustrates and names the topic of the brochure; a section on patterns in the day and night sky; a section on phases of the moon; a section on seasons that impact the Earth; and/or some sense of closure that explains why these observable patterns need to be analyzed. 	Student work includes most of the following elements: <ul style="list-style-type: none"> a front cover that illustrates and names the topic of the brochure; a section on patterns in the day and night sky; a section on phases of the moon; a section on seasons that impact the Earth; and/or some sense of closure that explains why these observable patterns need to be analyzed. 	Student work includes all of the following elements: <ul style="list-style-type: none"> a front cover that illustrates and names the topic of the brochure; a section on patterns in the day and night sky; a section on phases of the moon; a section on seasons that impact the Earth; and/or some sense of closure that explains why these observable patterns need to be analyzed.

How does this example reflect the five criteria for a strong end-of-unit task?

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Time: 4 min – 1:29 (Part B – 0:21)

Script: Tell educators that these are the final two rows of the rubric. Give educators a minute to review it. Ask educators how the example reflects the five criteria for a strong end-of-unit task. You may need to click back to the previous slide that displays the criteria.

Additional Facilitator Information:

Unit Starter Component: End-of-Unit Task



Look at the **end-of-unit task** and corresponding **rubric** for your unit. **How will students demonstrate their learning at the end of the unit?**

- How does the task integrate the grade-level standards for reading, writing, speaking and listening, in service of deep understanding of the unit texts and concepts?
- How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concepts?
- How does the task prompt student thinking and writing that reflects grade-level literacy and disciplinary expectations?
- What is the criteria for success on this task? What does an excellent response look/sound like?

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Time: 8 min – 1:37 – (Part B – 0:29)

Script: “Let’s take some time now to look at the end-of-unit task for this unit. Given our discussion about the traits of strong end-of-unit tasks, consider what this task will mean for you as a teacher and for your students.” Read the directions and questions for this slide. Encourage educators who will be teaching the same Unit Starter to work together. Invite some educators to share their responses to the questions with the whole group.

Additional Facilitator Information:

Creating a Unit Starter Teaching Guide

- Fill in the **End-of-Unit task** section.

End-of-Unit Task

Part 1:
You are an astronomer working for U.S. Space and Rocket Center. You have been asked to create a student-friendly brochure that you will share with students during a school field trip that explains (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. Use illustrations and descriptions to explain these observable patterns. Your brochure should include:

- a front cover that illustrates and names the topic of the brochure;
- a section that illustrates and describes observable patterns from the day and night sky and explains why we observe those patterns;
- a section that illustrates and describes the pattern in Earth's seasons and explains why changes in season occur; and
- a section that illustrates and describes phases of the moon and explains why we observe those patterns.

Be sure to:

- provide some sense of closure;
- use details from the texts we have read; and
- use vocabulary words from the word display in our unit.

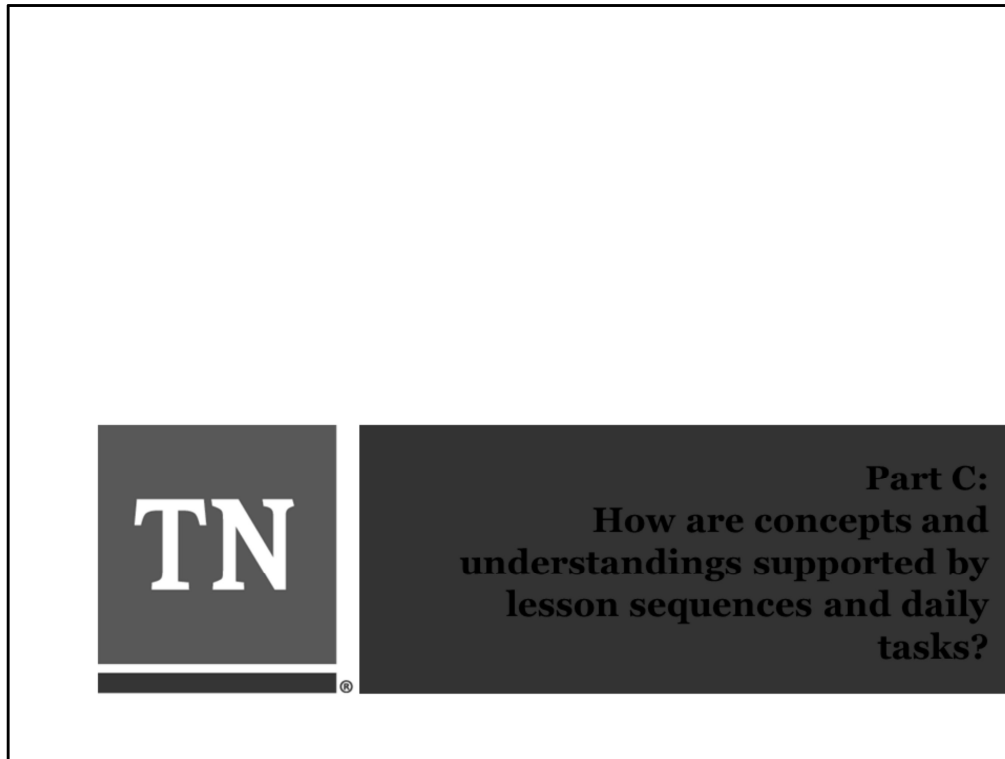
Part 2:
When you're almost finished with your brochure, practice presenting your information to a co-worker (student partner) before you deliver it to the students on the field trip. Seek your co-worker's feedback on your writing.

Text Title	Text Summary	Learning Objective	Daily Task
<i>The Big Dipper</i> Interactive Read Aloud & Shared Reading	Explains what the Big Dipper is, that it looks different in different seasons, and talks about related constellations		

Time: 5 min – 1:42 (Part B – 0:34)

Script: Prompt educators to return the Unit Starter Teaching Guide they created in the first part of this learning session. Have them fill in the end-of-unit task section. If educators finish early, have them summarize the end-of-unit task in their own words to a partner who is teaching a different Unit Starter.

Additional Facilitator Information:



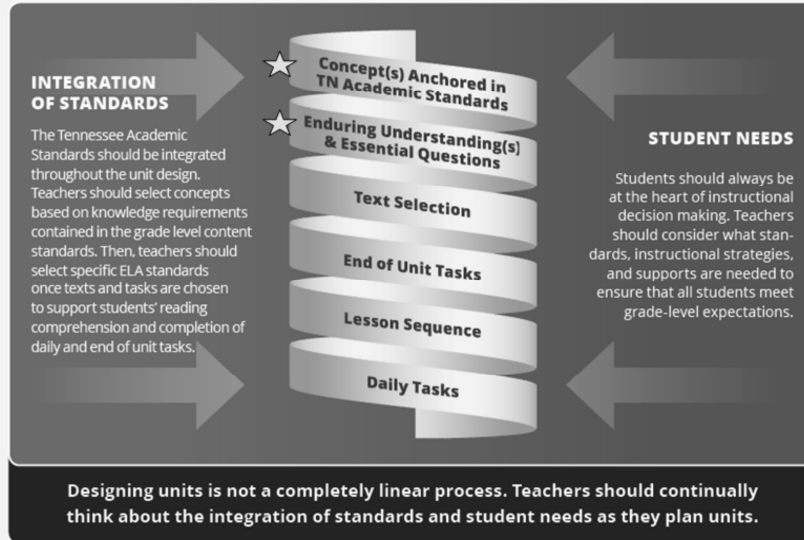
Time:

Script:

Additional Facilitator Information:

Concepts as the Foundation of Unit Design

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE



Time: 1 min – 1:43 (Part C – 0:01)

Script: “Let’s move on to the next connected layers of the unit design framework, which are lesson questions and daily tasks.”

Additional Facilitator Information:

Lesson Sequences and Daily Tasks

- Lessons are organized in a strategic sequence that builds students' knowledge toward the unit's enduring understandings.
- Daily tasks provide different methods for students to demonstrate their growing knowledge and progress toward the unit goals and grade-level expectations.

Time: 1 min – 1:44 (Part C – 0:02)

Script: Read the definitions on the slide.

Additional Facilitator Information: These definitions come from Teaching Literacy in Tennessee

Lesson Objectives

The lesson sequence and daily tasks are driven by **lesson objectives**.

- lesson objectives articulate the **disciplinary knowledge** students will grasp and/or build on as a result of engaging with the text. lesson objectives also articulate how students will use grade-level **English language arts knowledge and skills** to build their disciplinary knowledge.
- Over the course of the unit, the lesson objectives for each reading build intentionally on one another to provide a coherent learning experience for students.
- Daily readings, question sequences, and tasks support students in meeting lesson objectives.



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Time: 1 min – 1:45 (Part C – 0:03)

Script: Read the bullets on the slide or invite another educator to read them aloud.

Additional Facilitator Information:

Example Lesson Objective

▪ *The Big Dipper*, First Grade

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that the position of the Big Dipper appears to change during different seasons.

To achieve this understanding, students will:

- use graphics/illustrations to understand how the position of the Big Dipper changes through the seasons;
- distinguish between information that is gained from text and from graphics; and
- synthesize information across texts to make a comparison between patterns in the Big Dipper's location and other observable patterns on Earth and in space.

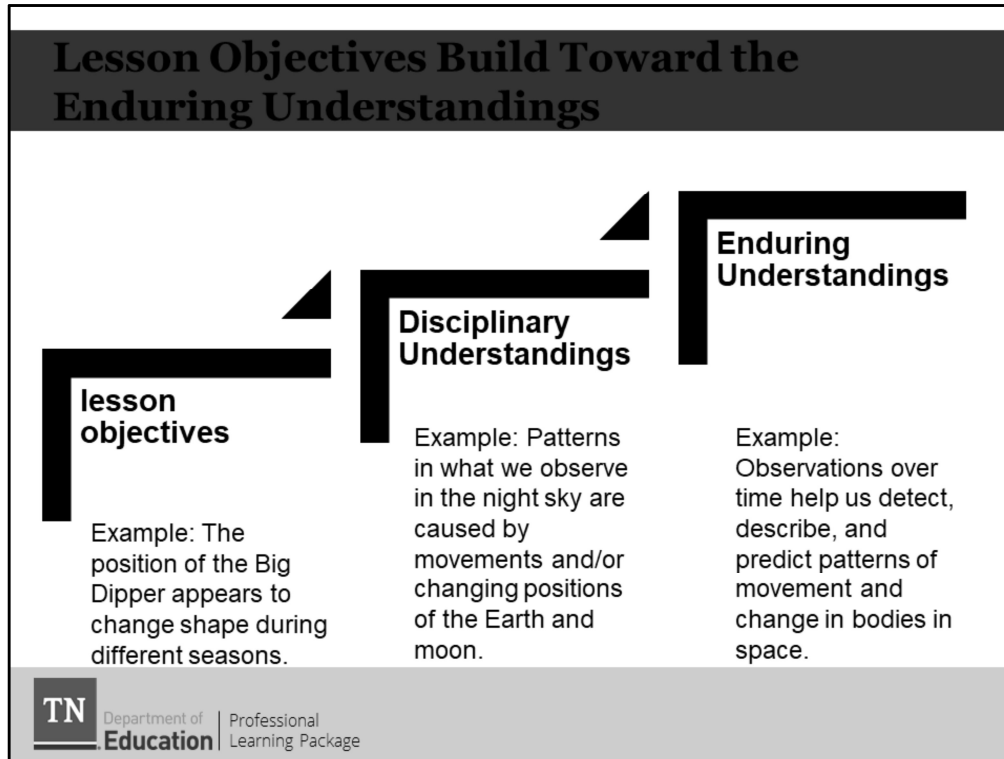
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Time: 2 min – 1:47 (Part C – 0:05)

Script: “Now let’s look at an example from a first grade Unit Starter on earth and space science.” Have educators read the lesson objective.


Additional Facilitator Information:



Time: 3 min – 1:50 (Part C – 0:08)

Script: “We know from the previous learning session that the disciplinary understandings are designed to build toward the enduring understandings. The Unit Starters’ lesson objectives are another step in this progression. The daily lesson objectives that correspond to each text are designed to build toward both of the unit’s understandings through the incremental days within the unit. Read this example to yourself.” Give educators time to read and reflect on the examples.

Additional Facilitator Information:

Criteria for Lesson Objectives	
Specific	<ul style="list-style-type: none"> ▪ Articulate the specific disciplinary and literacy knowledge students will build during the reading
Aligned	<ul style="list-style-type: none"> ▪ Are aligned to Tennessee Academic Standards for English language arts ▪ Are aligned with the daily task which provides an opportunity for students to demonstrate their learning ▪ Are directly supported by strong question sequences which support students in building desired understandings while accessing the complex elements of the text
Lead to Coherence and Depth of Thinking	<ul style="list-style-type: none"> ▪ Build over the course of the unit to create a coherent learning arc that moves students toward the enduring understandings ▪ Increase in complexity and/or depth on subsequent reading
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Time: 1 min – 1:51 (Part C – 0:09)

Script: Invite educators to read the different bullet points aloud to the group.

Additional Facilitator Information:

Lesson Objectives

- Revisit the Unit Starter you will teach. Review the **lesson objectives** for the **first three lessons** of the unit.
 - How do the lesson objectives incorporate learning goals for both content knowledge and ELA?
 - How do the lesson objectives meet the criteria for being specific and aligned?
 - How do the lesson objectives build on one another?
 - How do the lesson objectives build toward the enduring understanding(s)?

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Time: 6 min – 1:57 (Part C – 0:15)

Script: Read the directions on the slide. Encourage educators who are teaching the same Unit Starter to discuss their answers together. After educators have time to review these questions independently or with a partner, invite a few to share their responses with the whole group.

Additional Facilitator Information:

Creating a Unit Starter Teaching Guide

- Fill in the **lesson objectives** section for each text in your Unit Starter.

Text Title	Text Summary	Learning Objective	Daily Task
<i>The Big Dipper</i> Interactive Read Aloud	Explains what the Big Dipper is, that it looks different in different seasons, and talks about related constellations		

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Time: 7 min – 2:04 (Part C – 0:22)

Script: Have educators return to their Unit Starter Teaching Guide and add the lesson objectives for each text into the appropriate column in their chart.

Additional Facilitator Information:

Daily Tasks

Strong daily tasks allow students to demonstrate understanding of the lesson objective using details from the text.

Daily tasks provide an opportunity for students to demonstrate and/or apply their new knowledge.

Daily tasks are directly supported by the question sequences and are aligned to the lesson objective for the reading.

The daily tasks form a coherent learning arc over the course of the unit that prepare students for the demands of the end-of-unit task.


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Time: 2 min – 2:06 (Part C – 0:24)

Script: “Daily tasks are closely tied to each day’s lesson objective”. Read the statements on the slide. Follow up by explaining that “Daily tasks also provide formative assessment information, which teachers can use to address misconceptions or revisit skills that are not fully developed. In contrast, the end-of-unit task is more likely to represent the learning that occurs over time and from the guided daily tasks and supporting teaching.”

Additional Facilitator Information:

Criteria for Daily Tasks	
Aligned to the lesson objective	<ul style="list-style-type: none"> Require students to demonstrate their new or refined understandings Are unique for each reading of the text
Text-specific	<ul style="list-style-type: none"> Require students to use details and/or evidence from one or more text to explain or support their ideas Require students to choose appropriate details and elaborate on their thinking
Integrate the grade-level standards	<ul style="list-style-type: none"> Prompt students to think, speak, and write about texts in a way that rises to the level of rigor and cognitive demand of grade-level ELA standards Align to the disciplinary standards
Lead to coherence	<ul style="list-style-type: none"> Build over the course of the unit to create a coherent learning arc that moves students toward the enduring understandings
Include desired student response	<ul style="list-style-type: none"> Include a desired student response that shows exactly what we'd like to see students produce
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Time: 2 min – 2:08 (Part C – 0:26)

Script: “Here are some criteria for strong daily tasks...” Invite different educators to read each bullet aloud. Clarify that the intention of the Unit Starters is for students to complete each daily task independently, unless otherwise indicated in the directions (some daily tasks are designed to be completed in pairs or small groups). Teachers may need to provide additional scaffolds to support students in completing daily tasks independently. For example, before an independent writing task, teachers may complete a collaborative writing activity using the interactive writing strategy on a related (but not identical) prompt.

Additional Facilitator Information:

Example Daily Task

Text: *The Big Dipper*, First Grade

DAILY TASK

Part 1: Fold a piece of paper in half twice. The folds should create four boxes. Label the first three boxes Summer, Winter, and Fall. In each of these boxes, draw a picture of what the Big Dipper looks like during that season. Show your pictures to a partner. Explain to your partner how the position of the Big Dipper is different in each picture. Be sure to use information from the text's words and illustrations to help you draw the stars and their positions accurately.

Part 2: In the fourth box, write a response to the following prompt: Does the Big Dipper have an observable pattern? If so, how is this pattern similar to other patterns we've talked about in this unit?

Your writing should:

- introduce your topic;
- supply at least two facts about the topic;
- use vocabulary from the text; and
- provide some sense of closure.

What would an exemplar student response to this task sound like?

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Time: 4 min – 2:12 (Part C – 0:30)

Script: “Now let’s look at an example. Take some time to read the example daily task here. As you read, think about how this meets the quality criteria. This daily task is written for the lesson objective we looked at just a few slides ago.”

Then, ask educators what an exemplar student response to this task would sound like.

Additional Facilitator Information:

Example Daily Task

POSSIBLE STUDENT RESPONSE

Oral response to Part 1 (answers may vary): "In summer the handle and bowl of the Big Dipper are pointing down. In winter they are pointing up. In fall the Big Dipper is very low in the sky. You may not even be able to see it because it's so low."

Written response to Part 2: The Big Dipper's position in the sky makes a pattern. We can predict how the Big Dipper will look if we know what season it is. This pattern is like sunshine and the seasons. If we know what season it is, we can predict how much sunshine there will be. We can observe many patterns in the sky.

How did this daily task support this student in meeting the lesson's lesson objective?

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Time: 3 min – 2:15 (Part C – 0:33)

Script: "This is the exemplar student response for this task from the Unit Starter." Give educators a minute to read the response. Ask them to reflect on how similar or different it was from the response they brainstormed on the previous slide.

Then ask: How did this daily task support this student in meeting the lesson objective?" If needed, flip back to the previous slide which stated the lesson objective for this task.

Additional Facilitator Information:

Preparing for Daily Tasks

- Teachers may need to differentiate instruction or provide additional scaffolds to prepare all students to complete the daily task independently. This instruction may include:
 - Discussion
 - Making charts or graphs
 - Sorting or classifying words or ideas
 - Asking questions
 - Writing or drawing to summarize information
 - Collaborative writing experiences with the teacher, such as modeled or shared writing, about a related (but not identical) prompt

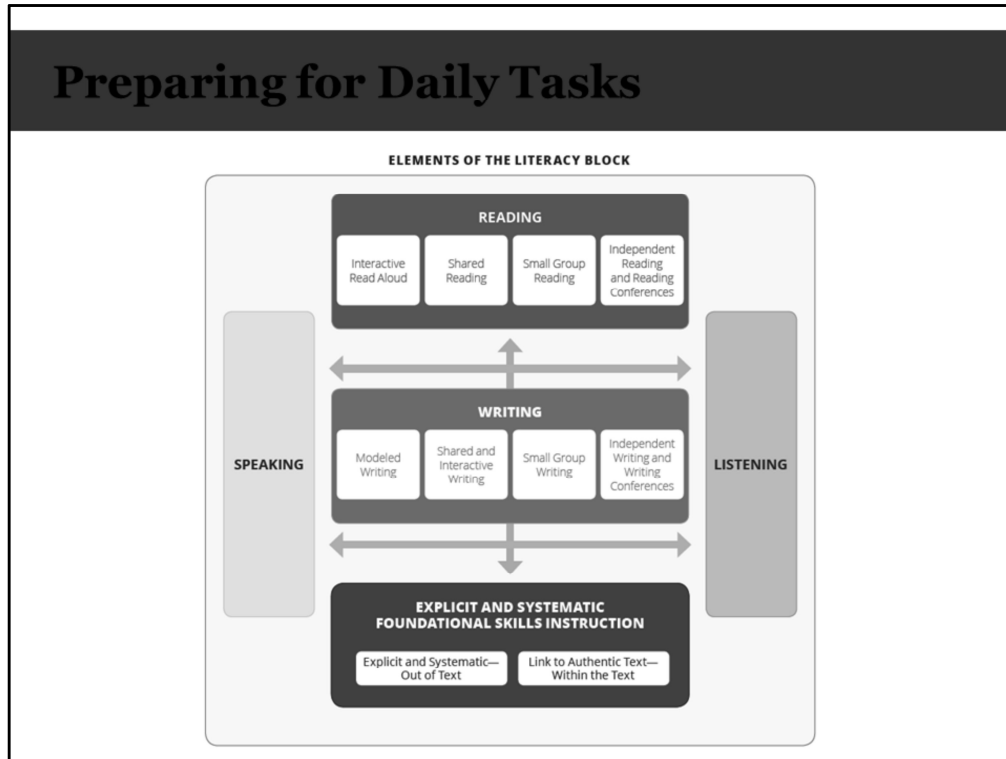
Time: 2 min – 2:17 (Part C – 0:35)

Script: “It is the intention of the Unit Starters for students to complete daily tasks independently, unless otherwise stated in the directions.”

Additional Facilitator Information:

Read the text on the slide. Emphasize that teachers should maintain the task in its current form and not adjust it to lower the rigor, even if it may seem challenging for certain students. Rather than changing the task, teachers should provide additional supports to students to help them meet the expectations of the task. At the same time, it is critical that teachers adhere to the language set forth in students’ IEPs, monitoring and adjusting as needed based on the details of these plans.

For ideas on differentiation, the department’s ACCESS materials provide explicit guidance for how to provide differentiation, beginning with clear learning goals derived from Tennessee State Standards and extending to specific adjustments that teachers can make to content, process, and product for student readiness, interest, and learning. These materials can be found at: [profile.https://www.tn.gov/education/tdoe-educator-training/access-materials.html](https://www.tn.gov/education/tdoe-educator-training/access-materials.html)



Time: 1 min – 2:18 (Part C – 0:36)

Script: “The elements of the literacy block provide another blueprint for differentiation. Teachers can supplement the Unit Starter with additional reading and writing experiences that help scaffold students toward the demands of the daily tasks. Elements of the literacy block such as modeled writing and shared reading are appropriate scaffolds to help prepare students to complete tasks independently.”

Additional Facilitator Information:

Unit Starter Component: Daily Task



Look at the **daily task** and **exemplar student response** for the first lesson of your unit:

- How does the daily task connect to the lesson objective?
- How does the daily task support students' comprehension of the text?
- How does the daily task incorporate speaking, listening, reading, or writing?

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Time: 5 min – 2:23 (Part C – 0:41)

Script: Read the directions on the slide. Encourage educators who are teaching the same Unit Starter to work together. Invite a few educators to share their responses with the whole group.

Additional Facilitator Information:

Creating a Unit Starter Teaching Guide

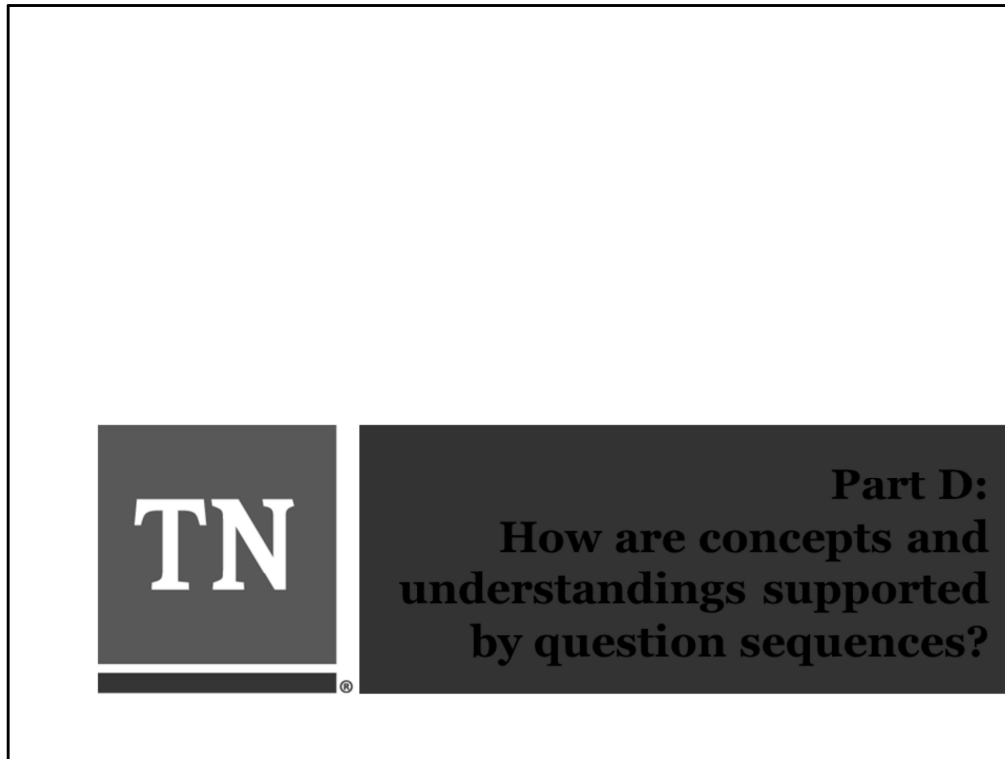
- Fill in the **Daily Task** section for each text in your Unit Starter.

Text Title	Text Summary	Learning Objective	Daily Task
<i>The Big Dipper</i> Interactive Read Aloud & Shared Read	Explains what the Big Dipper is, that it looks different in different seasons, and talks about related constellations	<p>Students will understand that the position of the Big Dipper appears to change during different seasons.</p> <p>To achieve this understanding, students will:</p> <ul style="list-style-type: none"> Use graphics/illustrations to understand how the position of the Big Dipper changes through the seasons. Distinguish between information that is gained from text and from graphics. Synthesize information across texts to make a comparison between patterns in the Big Dipper's location and other observable patterns on Earth and in space. 	

Time: 7 min – 2:30 (Part C – 0:48)

Script: Have educators return to their Unit Starter Teaching Guide and complete the Daily Task column for each text/lesson.

Additional Facilitator Information:



Time: 1 min – 2:31 (Part D – 0:01)

Script: “Next we’re going to talk about question sequences, which are an important resource in the Unit Starter that helps prepare students for the daily tasks.”

Additional Facilitator Information:

Question Sequences

- Question sequences are a list of questions for each reading in the Unit Starter. Questions are sequenced in an intentional order that supports students' comprehension of complex texts, builds their knowledge toward the lesson objective, and prepares them for the daily task.

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Time: 1 min – 2:32 (Part D – 0:02)

Script: Read the definition on the slide

Additional Facilitator Information:

Question Sequences

Strong questions draw students' attention to complex elements in the text that could help or hinder their comprehension.

- They integrate grade-level standards in service of deep understanding of text(s) and topics.
- They address the specific text(s) at hand by attending to its/their particular structure, concepts, ideas, events and/or details.
- They require students to use details from the text to demonstrate understanding and/or support their ideas about the text.
- They attend to words, phrases, and sentences in the text that matter most to build students' academic and content-specific vocabulary and to deepen understanding of the text.
- They are sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration.

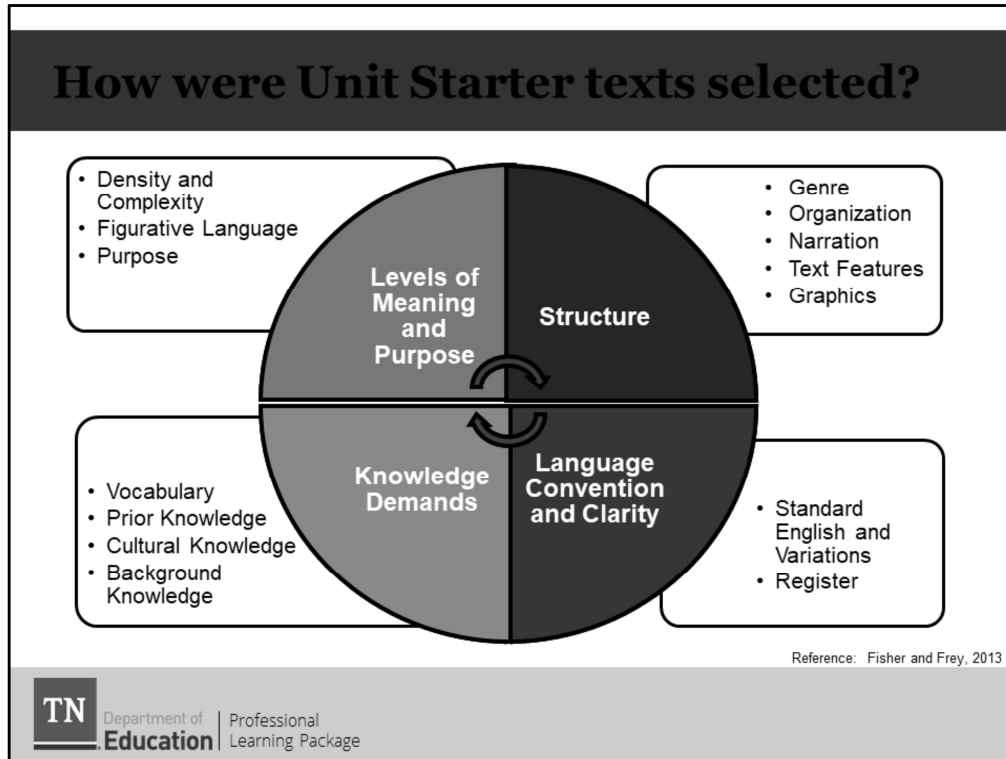
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Time: 2 min – 2:34 (Part D – 0:04)

Script: “The questions in the Unit Starters are text dependent. Let’s pause and review why text dependent questions are important.” Invite different educators to read each of the statements on the slide.

Additional Facilitator Information:



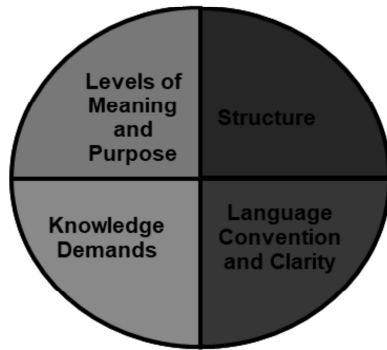
Time: 1 min – 2:35 (Part D – 0:05)

Script: “We looked at this graphic earlier when we were discussing text complexity and the qualities of the texts that were chosen for the Unit Starters. Strong text-dependent questions help students navigate the different complexities of each text. Questions should draw students’ attention to these complexities and help students think through them.”

Additional Facilitator Information:

Text Complexity and Question Sequences

Questions support the ELA standards by attending to the qualitative complexities of texts

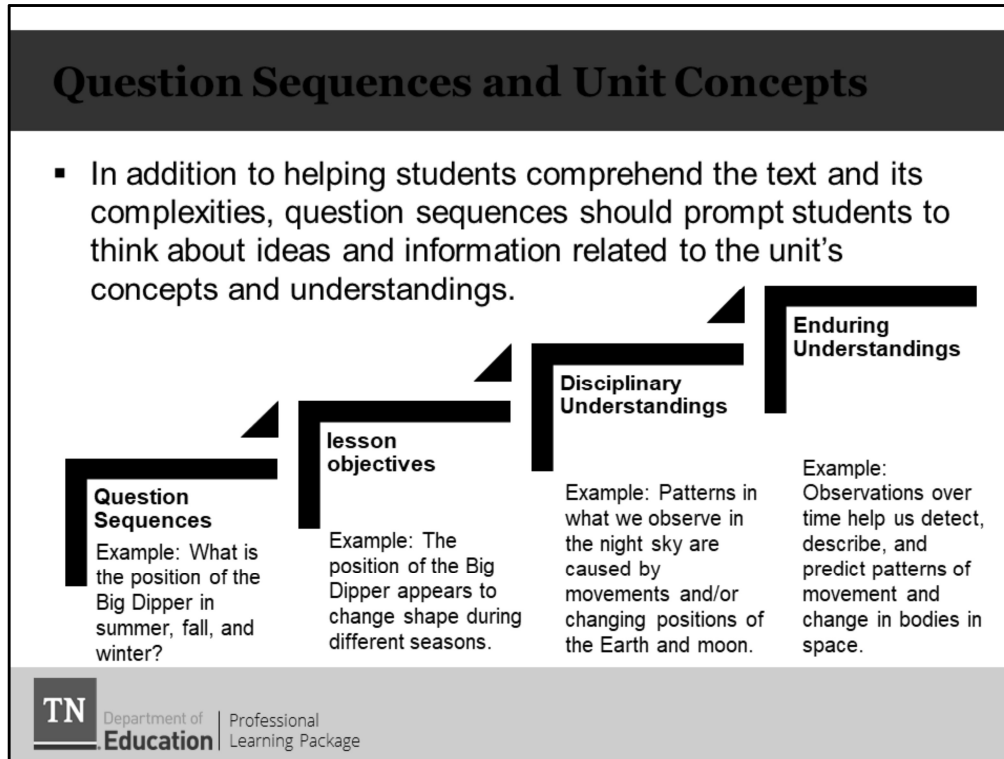


- **Knowledge Demands, Vocabulary** – “The author says that the Earth is a sphere. What is a sphere?”
- **Levels of Meaning and Purpose, Figurative Language** – “What does the author mean when he says that the Earth is like a merry-go-round?”
- **Structure, Genre** – “Is this a story or an informational text? How does it compare to other stories or informational texts we’ve read about the Earth and the moon?”

Time: 2 min – 2:37 (Part D – 0:07)

Script: “On the right side of this slide are questions from one of the Unit Starter lessons for first grade. Notice how the questions draw students’ attention to important and complex pieces of the text.” Invite educators to read each question aloud.

Additional Facilitator Information:



Time: 2 min – 2:39 (Part D – 0:09)

Script: “We looked at this graphic during the last part of this learning session when we talked about daily lesson objectives. Here, we’ve added on yet another step. This graphic shows how each text’s question sequence builds toward the lesson objective for that day, which, as we know, builds toward the unit’s understandings. Take a second to read the example question from the question sequence and consider how it helps students move toward the lesson objective and, in turn, the disciplinary and enduring understandings. While we notice that the question, “What is the position of the Big Dipper in summer, fall, and winter?” builds disciplinary understanding. This type of question is important in incrementally building knowledge for students to grapple across the unit with the essential question, “How do we know that bodies in space move and change?”

Additional Facilitator Information:

Question Sequences

Strong question sequences drive toward the big ideas of the text.

Question sequences support students in accessing rich texts where they can build the knowledge and vocabulary related to the unit concepts.

Question sequences push students beyond a surface-level analysis of the text, support students in unlocking the text's rich content, and drive toward the identified understandings.

Question sequences draw students' attention to text elements that may support or serve as a barrier to deep comprehension and meaning-making.


Question sequences integrate grade-level standards in service of deep understanding.

Based on your understanding of question sequences so far, what could the criteria for an effective question sequence be?

Time: 3 min – 2:42 (Part D – 0:12)

Script: Read the information on the slide aloud. Then, ask educators to think about what they've learned about question sequences so far and to brainstorm what the criteria for an effective question sequence could be.

Additional Facilitator Information:

Criteria for Question Sequences	
Drive Toward the lesson objective	<ul style="list-style-type: none"> ▪ Drive toward the lesson objective ▪ Move past literal and recall questions to get at content-specific or deeper understandings
Text-Specific	<ul style="list-style-type: none"> ▪ Address the specific text ▪ Attend to the academic and content-specific vocabulary, key phrases, and sentences that matter most ▪ Prompt students to respond with details from the text
Integrate Standards	<ul style="list-style-type: none"> ▪ Integrate grade-level ELA standards in service of deep understanding of the text/concept
Target Complex Elements of the Text	<ul style="list-style-type: none"> ▪ Target complex elements of the text that may hold students back from arriving at the disciplinary understanding and/or the enduring understanding of the unit
Include Desired Student Response	<ul style="list-style-type: none"> ▪ Include a desired student response that articulates what correct and complete student responses sound like
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Time: 2 min – 2:44 (Part D – 0:14)

Script: Have educators read aloud each bullet point. Reflect on how this list compares to the criteria educators brainstormed on the previous slide.

Additional Facilitator Information:

Example Question Sequence (Excerpt)

Text: *The Big Dipper*, First Grade

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 8-9	What does this illustration show? Would the stars shown here always look this way? How do we know?	It shows what the stars look like in the summer. No, the author says that, "They are not always the same." In this sentence, "they" means the stars.
Pages 15-17	Describe to your partner what the Big Dipper looks like. Possible Probing Questions: What is the same? What is different? How did we learn this information? 	The Big Dipper always has seven stars and it always has the same shape. But, it points in different directions in different seasons. It points down in summer and up in winter. In fall it is low in the sky and you may only be able to see part of it.

Time: 8 min – 2:52 (Part D – 0:22)

Script: “Remember the sample daily objective, daily task, and exemplar student response we looked at earlier about the Big Dipper? Here is the corresponding question sequence. Take a minute to read the questions in this sequence. Then, think about how it meets the criteria for a strong question sequence.”

Give educators time to read and think. Then have educators discuss with a partner how this question sequence meets the criteria. Invite a few educators to share their responses with the whole group.

“In addition to the question sequences, the Unit Starters also provide exemplar student responses for each question. These exemplar responses help teachers know what to look for in students’ responses and see how learning develops over the course of the reading toward the desired understanding.” Invite educators to read each example aloud.

Specifically focus on how these questions and corresponding student responses drive toward the lesson objective.

Additional Facilitator Information: There are only four questions shown in this excerpt. Educators may have to make some inferences about how this question sequence meets the criteria. You can tell educators that in a minute they will look a full question sequence from their sample unit.

Student Responses Drive Toward the Lesson Objective

- It is important that teachers hold high expectations for student responses.
- If students don't arrive at the right response, they may be unprepared for the daily task.
- Teachers may need to ask additional prompting questions that guide students toward the exemplar response.

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Time: 2 min – 2:54 (Part D – 0:24)

Script: “Question sequences support students in comprehending the text in a way that leads them toward the desired understanding and enables them to complete the daily task. However, the questions alone don’t drive student learning, it’s students’ responses to the questions that are most important. If students give an incorrect response to a question and the teacher doesn’t respond, students may be confused or miss a key step on their way to the day’s desired understanding.” Before moving on, make sure sure educators understand the responsibility they have to both ask the right questions and support students in getting to the right answer.

Additional Facilitator Information:

Unit Starter Component: Question Sequences



Look at the **question sequence** and **exemplar student responses** for the first lesson in your unit:

- How does the question sequence support students in accessing and comprehending the text?
- How does the question sequence drive toward the lesson objective?
- How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge?
- How are the question and exemplar responses sequenced to prepare students for success on the daily task?

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Time: 7 min – 3:01 (Part D – 0:31)

Script: Read the directions and facilitate the activity. Encourage educators who are teaching the same Unit Starter to work together. Invite a few educators to share their responses with the whole group.

Additional Facilitator Information:

Key Ideas

Keep these three key ideas about daily tasks and question sequences in mind.



Our **daily tasks** should focus on unit texts, integrate grade-level ELA standards, and support students in developing the disciplinary or enduring understandings for the unit.



Our **daily tasks** should provide a coherent learning experience for students, with tasks that intentionally build on and deepen students' understanding of the unit concepts.



Our **question sequences** should attend to the challenging elements in the text, naturally integrate multiple grade-level ELA standards, and guide students toward the lesson objective for the text as well as toward the desired understandings for the unit as a whole.

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Time: 3 min – 3:04 (Part D – 0:35)

Script: “As we get to the end of this session, here are three key ideas to keep in mind.”
Invite educators to read each key idea aloud. Invite educators to share any other key ideas they think are important from this learning session.

Additional Facilitator Information:

Additional Information: Vocabulary

- Vocabulary words are presented in two ways:
 - A chart with all vocabulary words for the entire unit is located in the opening section of the Unit Starter.
 - A list of vocabulary words for each reading are provided within each lesson.
- Vocabulary words are selected based on their significance to the text, relevance to the unit's concepts, and their likely utility in other texts and content areas.



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Time: 2 min – 3:06 (Part D – 0:37)

Script: “Before we close this learning session, we should discuss two additional features of the Unit Starters that support students in learning unit concepts. The first is vocabulary. Vocabulary words are presented in two ways. First, a chart with all the vocabulary words for the entire unit is located in the opening section of the Unit Starter after the Standards section. Then, a list of vocabulary words for each reading are provided as part of each lesson, in between the lesson objective and the daily task. Vocabulary words are chosen purposefully. Words are selected based on their significant to the text, relevance to the unit’s concepts, and their likely utility in other texts and content areas.”

Additional Facilitator Information:

Additional Information: Vocabulary

Second Grade, Life Science

Day 1	Day 2	Day 3	Day 4	Day 5
life cycle stages organism offspring reproducing mammal metamorphosis molt predator	roosts migrate echolocation hibernating mammals	chanted margins strand kin	prickly mane ravenous	regurgitate stimulation inseparable nurturing reassurance
Day 6	Day 7	Day 8	Day 9	Day 10
larva chrysalis compete	emerge	migrate scales camouflage	aphids shed	hatchling leathery current instinctive familiar
Day 11				
extinct clutch nesting beach				

Find the vocabulary chart for the Unit Starter you will teach.

How will studying these words support students' comprehension and understanding of unit concepts? Which words are likely to help students read other texts in other content areas?

Time: 4 min – 3:10 (Part D – 0:41)

Script: “The image on this slide shows a sample vocabulary chart for the unit. Now, find the vocabulary chart for the unit you will teach. Review the words, then discuss this question with your partner or trio.” Read the question. Encourage educators who are teaching the same unit to discuss this question together.

Additional Facilitator Information:

Additional Information: Vocabulary

VOCABULARY WORDS

The following words are introduced during the reading. Suggested instructional methods are included in parentheses.

- roosts (explicit)
- migrate (embedded)
- echolocation (embedded)
- hibernating (explicit)

The following words are reinforced during this reading.

- mammals

Skim the vocabulary lists for the first three texts of the Unit Starter you will teach. Notice how vocabulary words are reinforced through the reading of multiple texts on the same concept.

Time: 4 min – 3:14 (Part D – 0:45)

Script: “The image on this slide shows how vocabulary words are presented for each reading. New words that will be introduced to students through the text are listed first. Then, words that were learned from previous texts and will be reinforced through the current reading are listed below. Suggested instructional methods for each word are included in parentheses.” Read the directions for the quick activity that are on the slide.

Additional Facilitator Information:

Three Methods for Vocabulary Instruction

- **Implicit** – There is not an attempt to teach word meanings. Instead, teachers weave this language into discussion or through drawing attention to context clues, illustrations, or the use of more common synonyms. The flow of the story is not interrupted for these words.
 - **Example:** The text says, “*All through the year the earth has been rotating once in twenty-four hours, giving us day and night.*” When reading the word “rotating”, the teacher points to the arrow in the illustration that indicates the Earth’s spinning motion.

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Time: 2 min – 3:16 (Part D – 0:47)

Script: “There are three methods for vocabulary instruction. For each vocabulary word that’s listed in the Unit Starter, a specific instructional method is recommended. Let’s quickly review those three instructional methods.” Have an educator read aloud the definition and the example.

Additional Facilitator Information:

Three Methods for Vocabulary Instruction

- **Embedded** – These words are also not through direct instruction. Instead, teachers provide a quick, child-friendly definition. The flow of the story is not interrupted. Words targeted for embedded instruction would be those that help with comprehension but may not be essential to the story.
 - **Example:** The text says, “*All through the year the earth has been rotating once in twenty-four hours, giving us day and night.*” After reading the word “rotating”, the teacher adds the definition “rotating means spinning”.



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Time: 1 min – 3:17 (Part D – 0:48)

Script: Ask an educator to read aloud the definition and the example.

Additional Facilitator Information:

Three Methods for Vocabulary Instruction

- **Explicit** – This instruction occurs before or after reading. Teachers identify and work with target words that are critical for comprehension or are powerful academic vocabulary.
 - **Example:** Before reading the text, the teacher explains, “There are some important words in this text that describe the way Earth moves. One of those words is “rotating”. Listen to me say that word again – “rotating”. Now, repeat it with me...Rotating means spinning. Listen to me use it in a sentence – Jimmy’s fidget spinner is rotating. In this text, the author will use the word rotating to describe the way the Earth moves.”

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Time: 1 min – 3:18 (Part D – 0:49)

Script: Ask an educator to read aloud the definition and the example.

Additional Facilitator Information:

Additional Information – Repeated Readings

- Reading a text more than once provides students with additional opportunities to develop knowledge and vocabulary through the text.
- Repeated readings promote fluency and comprehension.
- The Unit Starters' lesson sequences include repeated readings. Lesson objectives, daily tasks, and question sequences are provided for these repeated readings.
- Teachers should consider additional repeated readings even when they are not explicitly called for in the Unit Starter.

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Time: 3 min – 3:21 (Part D – 0:52)

Script: Another feature that supports students in understanding unit concepts is the use of repeated readings. Reading a text more than once provides students with additional opportunities to develop knowledge and vocabulary through the text. Teachers can read the same text with different purposes, each time deepening students' comprehension. Repeated readings also promote fluency and comprehension. This is especially true for shared reading texts that students read themselves. In the Unit Starters, some texts are read more than once and there are lesson objectives, tasks, and question sequences for those readings. However, teachers should consider additional repeated readings even when they are not explicitly called for in the unit and when tasks and question sequences are not provided. Just because a text is only read once in a unit doesn't mean students won't benefit from another read."

Additional Facilitator Information:

Closing Reflection

- How do texts, daily tasks, and question sequences work together to support student learning?
- What is the relationship between daily tasks and the end of unit task?
- What is the relationship between lesson objectives, disciplinary understandings, and enduring understandings?

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Time: 5 min – 3:26 (Part D – 0:57)

Script: Read the closing reflection questions aloud. Have educators discuss the questions in trios. Invite a few educators to share their responses aloud.

Additional Facilitator Information:

Learning Session Summary

- In **Learning Session 3** we addressed these questions:
 - How are concepts and understandings supported by:
 - texts;
 - the end-of-unit task;
 - lesson sequences and daily tasks; and
 - daily question sequences for each reading?
- In **Learning Session 4** we will address these questions:
 - How can I prepare to teach with the Unit Starter?

Time: 1 min – 3:27 (Part D – 0:58)

Script: Review the questions that were addressed in this session and preview the guiding question for the next session. Let educators know that the next session includes lots of independent work time designed to help teachers internalize the content and goals of the unit in preparation for teaching it. Tell educators to bring all the texts for their Unit Starter to the next session.

Additional Facilitator Information:



Learning to Application

Prior to our next session:

- Choose another text/lesson from your unit.
- Complete **Questions 4, 5, and 6** from **Appendix A: Unit Preparation Protocol**.
- Bring all the texts for your Unit Starter to the next session.

Time: 2 min – 3:12 (Part D – 0:43)

Script: Read the directions aloud. Have educators find Appendix A in their Unit Starter and locate questions 4, 5, and 6.

Additional Facilitator Information:



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Excellence | Optimism | Judgment | Courage | Teamwork